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ABSTRACT

The topic of the West Tennessee Adult Basic Education Workshop, held at Jackson, Tennessee in April, 1970, was the selection of adult basic education materials; 89 persons (teachers and supervisors) attended. This report contains an edited form of the presentation and the results of the evaluation. A profile of the adult basic education population in West Tennessee was compared with a national profile; characteristics of the adult learner and how these characteristics affect his learning were discussed; reading skills were reviewed; and characteristics of the most widely used, commercially produced materials in the country were described. Data were gathered on demography, participant reactions, and the overall effectiveness of the instructor; the Kropp-Verner Attitude Scale was administered to obtain a composite rating of the workshop. The average participant was female, Negro, 40 or older, and married; less than 30% had Master's degrees, but about one-half had had more than two years' experience in adult education. The workshop and the instructor were rated very positively, as was the overall value of the workshop. (EB)

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SELECTING ADULT BASIC EDUCATION MATERIALS

By

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Resource Document and Workshop Report

Based upon the West Tennessee Adult Basic Education Workshop sponsored jointly by the Adult Education Division of Memphis State University, Southern Regional Educational Board, Tennessee State Department of Education, and Title I of the Higher Education Act.

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PREFACE

The West Tennessee Adult Basic Education Workshop, held at Jackson, Tennessee, April 9-11, 1970, was a joint effort between Memphis State University, Southern Regional Educational Board, Tennessee State Department of Education, and Title I of the Higher Education Act. The workshop topic was "Selecting Adult Basic Education Materials," and eighty-nine persons attended.

This report contains an edited form of the presentation and the rssults of the evaluation. The section on evaluation contains tables that show a comparison of teachers' versus supervisors' ratings, plus a combined total of both. This was done as a matter of interest since the supervisors received a detailed "dose" of instruction on April 9 and 10, and the teachers received a highly condensed version on April 11. However, all discussion of the tables centered around the "combined total of both," as no inferences were made relative to differences between the two groups.

The writer is indeed grateful to Mr. Billy Glover, Supervisor of Adult Education, West Tennessee, State Department of Education, for his assistance and cooperation in arranging and conducting the workshop and to Mrs. Martha Hailey, Adult Education Secretary, West Tennessee, State Department of Education, for assistance in registration and other necessary duties.

To Mrs. Dorothy Minkoff, Director of FOCUS, Colonia, New Jersey,

goes a heaping measure of thanks for providing the instruction at the workshop.

Further appreciation is expressed to Mr. Wayne Zellner, Research Assistant, Bureau of Educational Research and Services, for assistance in conducting and evaluating the workshop.

Special appreciation is due Mrs. Annette Gilton, Adult Education Stenographer, Memphis State University, for typing the study.

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CHAPTER I

INSTRUCTIONAL MATERIAL

All of the material presented in the workshop has been included in this publication. The material has been edited, and it is sincerely hoped that the editing process did not lessen the quality to a great extent.

SELECTING ADULT BASIC EDUCATION MATERIALS

by

Dorothy Minkoff
Director of FOCUS[1]
Colonia, New Jersey

We are here today to exchange ideas concerning the field of adult basic education materials and their use. It is an appropriate time to be involved in such discourse as we are all evaluating what we have been doing and looking forward to next Fall.

Before we begin our rather large topic, we must agree on who we are gearing our programs toward. I would like you to discuss in groups the following topics as to how you think each is distributed in your programs here in West Tennessee:[2]

1. Age range.
2. Race - percentages.
3. Sex - percentages.
4. Actual academic functional grade levels - percentages.
5. Occupations.
6. Number of children in home.

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[1] FOCUS: Employment Related Manpower Programs.

[2] For the results of the small groups' work, see Appendix A.

Now, let us compare the profile of the adult basic education population that you have developed with the national figures based on the 1967 programs nation-wide.[3]

The major purpose of this exercise was to emphasize that publishers develop their materials for "national appeal" since this is usually necessary for making a profit. Therefore, a company does not come to West Tennessee and attempt to develop materials specifically for you--purely a matter of economics.

With this kind of background, let us spend some time discussing characteristics of the adult learner and how these characteristics affect his ability to learn.[4]

At this point, I think you should possess a thorough understanding for whom commercial materials are written and your responsibility in making appropriate selections. Therefore, let us now shift our attention to adult basic education and our roles as leaders. We will hopefully learn from each other and leave this afternoon with more information than we had when we arrived.

The goal of adult basic education programs is to teach adults who have basic educational deficiencies. This goal is clear and specific. We, therefore, must repair as quickly as possible the past educational damages

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[3] See Appendix A.

[4] See Appendix B.

experienced by our clientele. When we firmly believe that no human is expendable, we become actively involved in the teaching-learning process --not before. To me, teaching-learning means that we teach our students while we learn from them.

How do we go about repairing educational deficiencies of our clientele? That is the $64 question! One facet in the attainment of this objective is the development of a structured educational program based on the effective use of curricular materials. Why specific materials are chosen over others and how they are used to achieve our goal is our task here today.

The adult basic education clientele that we are concerned with today is termed native born, ranging from almost total illiteracy to about eighth grade, as measured by children's criteria. We are not including the following:

1. NE: Non English Speaking.
2. GED: High School Equivalency.
3. ESL: English as a Second Language.
4. TEFL: Teaching English as a Foreign Language.
5. TESL: Teaching English as a Second Language.
6. TSAE: Teaching Standard American English.
7. Americanization.

However, some of the materials we are discussing can be useful in such programs.

To begin with, our emphasis in developing a program, selecting materials, and selecting a staff must be on the sequential development of reading skills.[5] To refresh your memories, these skills briefly are as follows:

1. Growth areas of word identification. Multi-dimensional techniques operate on various levels such as:

Temporary Aids	Independent Techniques
Picture Clues	Context Clues
Sign Words	Phonics
	Word Structure
	Word Analysis
	Dictionary Usage

2. Growth areas of meaning (comprehension).

   (a) Using the Context
   (b) Factual Details
   (c) Drawing Conclusions
   (d) Critical Reading
   (e) Specific Word Meanings
   (f) Fact from Opinion
   (g) Applying Meaning

Both these charts are based on material in Foundations of Reading Instruction by Betts, published by The American Book Company.

When we are thoroughly familiar with the skills to be taught and the sequence in which it is advisable to teach them, then we are ready to consider the basis for our selection of the materials to teach these skills. There is no "absolute" in terms of criteria useful for consideration in the

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[5] See Appendix C.

selection of materials. I have broken them down into the following three areas:

1. Subject matter.
2. Skills development.
3. General considerations.

Subject Matter

Subject matter should deal with:

1. Adult concerns such as jobs, consumer education, etc. and cover the widest possible range.
2. Current issues such as taxes, war, peace, and elections and not be outdated.
3. Vital and meaningful life styles and situations such as home and family life, respectful of multi-ethnic groups, and no "holier than thou" attitude.

Skills Development

Skills development should:

1. Be sequential; need foundation to build on.
2. Be gradual but compress essentials into the shortest possible time.
3. Be logical.
4. Be continually reinforced through reviewing and analyzing previous instruction.
5. Be coordinated (reading, writing, listening, speaking, spelling, etc.).
6. Be developed so as to enhance the student's ability to use other materials independently (cannot carry teacher around).

7. Be flexible enough to allow for individual differences in performance (progress at one's own pace); not all on same page.

8. Be so constructed that they contribute to successful learning experiences (please do not reinforce failure syndrome).

General Considerations

General considerations are as follows:

1. Illustrations should be multi-ethnic; multi-regional, appealing to adults; related to content, and helpful in building meaning.

2. Directions should be clear and easy to follow for both student and teacher; a manual should be available for the teacher that provides suggestions for enrichment, evaluative exercises, and individualization.

3. Print should not be too large such as in children's books nor too small either; it should be consistent throughout.

4. Cost must be considered. Is it consumable? Can it be received quickly after ordering? Can a series be ordered in parts?

With these three areas of criteria as a reference point, let us examine eight axioms for teaching the adult who attends our classes. These are as follows:

1. There are tremendous individual differences among <u>all</u> learners.

2. All students are voluntary participants--there in body, but not necessarily in mind.

3. All learning must be done during time attending program.

4. Adults are pragmatic learners--must be useful.

5. Student must be treated as an adult.

   (a) No competition in test scores.
   (b) Never use sarcasm.
   (c) Do not ridicule.
   (d) No busy work--posters, decorate, reports.
   (e) Student council with real power.
   (f) Adult materials.

6. Entire program must have status (environment).

7. Adult is hampered by concerns of the day.

8. All materials must

   (a) Give a sense of continuous mastery and success.
   (b) Restore confidence in ability to learn.
   (c) Stimulate desire for further education.
   (d) Not reflect school-like attitude.
   (e) Be tailor-made for each student to capitalize on individual interests.

Materials for adult basic education students are readily available. Whether teacher-made or commercially prepared, the problem is selection. Ideally, the materials that fit all the criteria I have enumerated do not exist. If they did, they would be called a "Materials System" or "Learning System." Such a system is defined as "a series of materials that integrates various disciplines into a sequential program of instruction beginning with readiness and continuing to an equivalent of grade eight." These disciplines include the following:

1. Communication skills--listening, reading, writing, speaking.
2. Computational skills--to as high as able.
3. Informational areas--health, consumer education.
4. Community and civic concerns.

As of now, there is no material that--per se--meets that entire definition. Every system must be extensively supplemented.

Now, I would like to discuss with you the characteristics of the most widely used materials throughout the country. These include the

following:

1. Mott Basic Language Skills Program.
2. American Incentive to Read.
3. Cambridge Book Company, Inc.
4. ABC-EDL--Basic Adult Education System.
5. Reading for a Purpose.
6. System for Success.
7. Initial Teaching Alphabet Publications, Inc.
8. Webster-Sullivan System.
9. Reading in High Gear.
10. Steck-Vaughn Company.

Mott Basic Language Skills Program

These are distributed by the Allied Education Council, P. O. Box 78, Galien, Michigan 49113. They were developed in 1965 and are semi-programmed

The Mott Basic Language Skills Program is a comprehensive, sequential,reading program designed especially for adult learners. The three series of instructional materials start with zero level and continue through the ninth grade level of language skills. A Teacher's Guide for the series contains explicit instructions. Cursive writing rather than manuscript writing is developed. Instruction is provided in reading, writing, and spelling. Reading 300 is for beginners through third grade level. Books one through six require a minimum of 120 hours for completion

as an average. Books two through six teach the basic sight words and phonetic reading skills. Instruction is centered around the use of single consonants, five short and long vowels, consonants and consonant combinations, vowel combinations, and irregular spellings. The approach is phonetic along with the basic sight word technique, plus all kinds of other word analysis skills. The reading selections reinforce the skills previously taught. The 900 Books (A-B) are not programmed at all.

The strengths of this series are as follows:

1. Supplementary materials of a vocational and adult interest are included (money management, voting, social security, job skills).
2. Sketches and photographs are used for illustration.
3. Sequential reading skills development.
4. Comprehensiveness of instructor's manual.
5. Placement tests are available; can be used for pre- and post-testing.
6. Adult in tone.

American Incentive to Read

American Incentive to Read can be obtained from 2015 W. Olympic Boulevard, Los Angeles, California 90006 (Books I and II). They can be characterized as follows:

1. Uses twenty-four 33-1/3 RPM records (1-4).
2. Phonetic approach.
3. Good for supplementary audio training.
4. Not adult in tone.

Cambridge Book Company, Inc.

Cambridge Book Company, Inc. is a Subsidiary of Cowles Communications, Inc., Bronxville, New York. Their language Arts Program includes Reading Books 1, 2, 3, 4 and is based on an eclectic approach. It is primarily an updated version of the Army manuals used in the 1940's.

ABC-EDL--Basic Adult Education System

This system is published by the Educational Developmental Laboratories, Inc., Huntingdon, New York (McGraw-Hill Subsidiary) and was developed in 1965. It uses a total systems approach; it is not programmed. The core of the system is its communication skills program which provides sequential, integrated instruction in reading, writing, speaking, listening, and observing, and in the thinking skills which underlie these acts.

Heavy stress is placed on the use of audio-visual techniques such as filmstrips and tapes. Readiness and pre-primer levels through college are covered. The student enters at his own level and progresses at his own rate. The program is organized into twelve levels, each representing the equivalent of one year's progress in communication skills.

Advantages of this approach include the following:

1. Affords an efficient way to teach facts.
2. Can be administered by one technician to a group.
3. Permits student to work at own speed.

4. Eliminates embarrassment often caused by group learning situations.
5. Provides sequential skills development.
6. Permits novelty of using machines.
7. Contains adult-oriented materials.

Disadvantages of this approach include the following:

1. Requires instructor to be familiar with all materials equally well.
2. Fails to meet human needs of reacting to a person.
3. Does not work well with any other materials.
4. Each student assumes responsibility for his own daily learning activity and the progress he will make.
5. Too much dependence on gadgetry.
6. Too structured if manual is followed.
7. Needs placement and level tests.
8. Expensive.

Reading for a Purpose

Reading for a Purpose is published by Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois and was developed in 1964.

This is the third program of the Follett Publishing Company. It develops basic reading skills for adult and young adult illiterates by utilizing the sight-word approach. Fifty looseleaf lessons (250 pages in vinyl binder), sequentially arranged, enable the program to be paced for maximum student self-pacing.

Systems for Success

Systems for Success was published in 1964 by Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois. There are two books in this non-programmed series. Book I goes from Level 1 to Level 4. Book II goes from Level 5 to Level 8. The system was designed to help the functional illiterate learn to read and write, and it can be used as an aid to anyone who needs help in the basic communication skills. Its strengths are purposeful reading, preliminary discussion, and sequential order. This system contains three basic sections--phonics charts, arithmetic lessons, and English lessons. The three sections are to be used in a continuous and integrated program that will simultaneously develop skill in reading, writing, spelling, computation, and English. The system should be supplemented at each level for a well-balanced program. It is recommended for teachers not particularly strong in phonics. It uses the "word family" approach.

The reading material is factual and is of interest to adults. There is ample repetition of meaning and of new words giving provision for use of contextual clues. It works well with a "Learning Team"--a team made up of students whose responsibility is to help each other.

The materials are not developed sequentially, and there is a lack of illustrations. The Teacher's Manual needs strengthening.

Initial Teaching Alphabet Publications, Inc.

The Initial Teaching Alphabet Publications, Inc. (ITA) can be obtained from 20 East 46th Street, New York, New York 10017. It is characterized as follows:

1. Employing phonetic and sight word approaches.
2. Not an audio-lingual approach.
3. A reading system.
4. Very adult oriented.

Webster-Sullivan System

This system was published in 1966 by Webster Division, McGraw-Hill Publishing Company, Manchester Road, Manchester, Missouri. This name of the system is Programmed Reading for Adults, a series of eight programmed work-textbooks developed by Sullivan Associates. A linguistic approach to the teaching of reading is used. The material is presented in a linear programmed instruction format, arranged in "frames."

A diagnostic-placement test accompanies the program and is available in packages of 100 with separate instruction sheet. The test is designed to indicate in which book each student should begin work in the course.

Book I teaches auditory, visual and discrimination skills in a satisfactory way; it also teaches numbers up to 100 and the letters of the

alphabet. Book II emphasizes sound-letter work, which is basic to the linguistic approach to reading, and also introduces the programmed format. Student work in these first two books is directed by the teacher; however, the student makes and checks all his own responses. He is thus an active participant in the learning process at all times. Book III provides instruction in the sounds of the short vowels and consonant sounds.

The Teacher's Guide provides a suggested script for oral presentation and direction by the teacher of the learning experiences covered in each book.

There seems to be some weaknesses of this system as exhibited by the following findings:

1. There is no relation of words to learner's experience; a more functional vocabulary is needed.
2. Factual information is paramount.
3. There is no provision for making inferences or drawing conclusions
4. Little provision is made for writing practice.

The strengths of the system include:

1. The organization and sequential development of word analysis skills.
2. The provision made for auditory and visual discrimination.

Reading in High Gear

Reading in High Gear was published in 1964 by Science Research

Associates, Inc., 259 East Erie Street, Chicago, Illinois. It is based on the Progressive Choice Learning Theory and incorporates some principles of programmed instruction for reading and writing skills. It is divided into three cycles, which includes seven workbooks. The stories are young adult oriented, and the material can be used on an individual basis.

The first cycle teaches visual discrimination of upper case letters, one sound for each consonant and vowel letter symbol, and words composed of the consonants and short vowels. The second cycle deals with discrimination of lower case printed symbols, consistent compounds or grammar. The third cycle provides practice in cursive writing, dictionary skills, and words of various phonetic structures. The program is designed to carry the student at his own learning rate through reading levels one through eight. All students are required to start at the beginning of the series. From 150 to 300 hours are required for completion.

Tests are provided after each element is taught to determine readiness for the next step. The Teacher's Manual provides suggestions for reinforcement procedures so that individual differences in learning abilities may be met. Teachers will need to organize instruction time so that the various levels of the class may be met, and individuals must be checked on the results of each lesson. Purposeful reading habits should be developed by the teacher.

Steck-Vaughn Company

Steck Vaughn Company is located at Austin, Texas. Their

material includes Steps to Learning, Books I and II. It is based on the eclectic approach, and the adult reader on the sight-word approach.

Before you really decide on the materials you believe appropriate for your students, there is still one more step--testing. This step tells you the needs of your students. These needs change with each student. What is good for one student may not be good for the next. So, any heavy investment in material with the idea that it can be used over a long period of time is erroneous.

There are two kinds of testing which are useful. These are as follows:

1. Screening (Placement) - Informal, newspaper.
2. Diagnostic - TABE, ABLE (what need).

The question usually raised is who should pick the curricular materials used in any ABE program? Each state--each program--selects its materials differently. I will not discuss the negative aspects of how I have observed this responsibility exercised.

To be realistic, we must admit the way things are usually done--the administrator unilaterally selects and purchases materials long before the first student is even enrolled or diagnosed.

To be idealistic, let me share with you some ideas that have worked in areas where improved effectiveness and student retention have been

reported. First, the program administrator must admit to himself that he does not know everything and have faith in the ability of his staff--which hopefully he selected.

A committee should be formed, made up of teachers of the ABE program, local leaders of the population to be included in the program, past students of the program (or possible participants) who can notice offensive aspects of the materials to their culture, and the program administrator (after all, he knows what his budget will support). The job of this committee will be to evaluate a wide range of materials available.[6] The final selection should be as broad as possible. When the students begin to arrive, the teacher should have a core of curricular materials, with which she is familiar, to choose from--while she conducts a complete diagnosis of the educational abilities, deficiencies, and interests of her students. Then materials can be ordered for the entire cycle--being added to as need be. With non-consumable materials, the program can build a comprehensive core of materials which can be enlarged as student needs and interests change.

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6 As a guide, see Appendix D.

As a guide to grade level, remember that:

1. Students can read more difficult material if it interests them.
2. Supplementary and recreational material should be on a lower grade level than the instructional materials.
3. Nothing is "verboten"--reading is a skill that has to be practiced.

Now that we have gone over the "Selection" part of my visit, let's go on to the "Use of Materials" in various situations. Even if one of the situations I present is not your present situation, take note--situations change!

Regular Classroom-Various Levels

The teacher must:

1. Isolate the specific areas of skills deficiency.
2. Schedule student or group work in an activity for no longer than 3/4 hour.
3. Integrate all areas of skill development.
4. Specify daily and weekly lesson plans with specific objectives spelled out. A lesson plan consists of:
   (a) Specific objectives.
   (b) Materials to be used.
   (c) Plan--operation.
   (d) Follow-up--tie in with other activities.
   (e) Evaluation--were objectives met? If yes, how? If no, why? Future plans?
5. Make sure the student understands fully how to use the materials and why he is using what.
6. Know the specific content of every piece of material students use.

Learning Laboratory Setting

The teacher/specialist must:

1. Test the student to isolate specific areas of weakness.
2. Help the student choose the materials with which he is to work and when, by cooperatively developing an individual, integrated schedule.
3. Give the student a thorough orientation to machinery, materials, laboratory record keeping, and scheduling.
4. Explain to the student how to request individual help--tutoring.
5. Follow-up student performance periodically by interviewing him and going over his work.
6. Be thoroughly familiar with specific content of all materials in the laboratory.

With all this beautiful planning and all these careful precautions, the student will become frustrated, bored, and acquire little or no learning if:

1. He is not properly oriented to the program.
2. The teacher is not intimately familiar with the materials.
3. Classroom management is poor (time limits, noise, in and out).
4. The administration of the program is not intelligent (ordering of materials, class time schedule, proper training of teachers).
5. The variety of materials is limited to teach the same skills at the same level.
6. There is no <u>honest</u> diagnostic testing.
7. The teacher has not intelligently planned the integration of materials and a variety of activities.

For adequate preparation, each teacher should have a basic instructional plan for each skill to be taught. It should include the following:

1. Diagnosis--what needed.
2. Instruction--teach skill.
3. Reinforcement--practice of taught skill.
4. Evaluation--use of taught skill; i.e., test.

What I have presented here really is an overview of the subject of "Materials and Their Use." I trust you will pinpoint any ambiguities I have left in your mind.

Let's have questions first.

QUESTION: Do you think the ABE teacher should comment to the class on the way individual members are dressed?

ANSWER: Generally speaking, no! The only time that I would make a comment on dress is if you have a section in your materials on how to shop well, how to look for good materials, how to alter clothes, etc. As far as commenting on the type of dress of an individual, I personally would not.

QUESTION: Would it be proper to discuss methods of dress as far as applying for jobs?

ANSWER: Yes, but be careful because the individual might not be

able to afford the clothes you suggest; thus, it might deter the person from applying for a position. As long as you are neat and clean and pressed, I think you are "okay." It depends on the context in which you teach it. The problem is that you can teach good grooming, and then one of your students may go into a store and see a badly dressed sales clerk; she may come back and ask you why. It is a very ticklish subject.

QUESTION: Would you suggest the same relative to "hairdos."

ANSWER: I would again be very careful. You might acquire some fashion magazines and select hair styles that are appropriate for this area, not what they are wearing in Paris, and use as posters. Point out styles appropriate for young, middle age, and older groups. Always speak "from the picture" since people tend to take things personal.

Cleanliness is another thing because what is clean to me might not be available to you. For instance, I have a friend who bathes when she rises in the morning and before she goes to bed at night. Fine! But some persons do not have hot water or even running water at all for constant baths nor do they have the "privacy" for taking them. So, do not set criteria that people cannot achieve.

QUESTION: You appear to be opposed to posting test scores that are identifiable to individual students. Would you approve of posting the scores using social security numbers?

ANSWER: Why post them? It is not necessary. Test scores are individual matters.

QUESTION: You mentioned something about the failure syndrome? When or how early does it develop?

ANSWER: It begins to develop as a child.

QUESTION: Can children and adults equally make the transition from the ITA system to the use of the normal alphabet?

ANSWER: To children it is a new language and works very well. However, adults have problems in that there is much interference from things they have already learned. For instance, in New Jersey it was found that by the time children get to the fifth grade, the scores tend to "even out." But in the second and third grades, their scores, using the ITA, were much higher than were the scores of those who did not. Using the ITA, children develop their reading skills by the end of the first year instead of the fourth. Therefore, in the second and third grades, they are reading to learn instead of learning to read.

QUESTION: What was the results of the ITA experiment with prisoners?

ANSWER: The results were fascinating. The prison in New Jersey was a maximum security unit, containing only adult males. They had a group of men who worked in the laundry. This group did not live inside the prison walls. They took all these men (60) reading between the third and fourth grade level and introduced them to the ITA program. All of the signs and everything that these men saw for six months was written in ITA; and by the

end of six months, the men were reading at sixth and seventh grade levels. They had no interference from other materials, etc.

Now, the control group that was used within the prison had a horrible experience. They saw other things written in standard English, etc.; they could not see the expediency of learning this. In short, it did not work.

QUESTION: Does this possibly suggest that maybe those of us in ABE ought to leave it alone?

ANSWER: Yes, unless you have a completely controlled environment.

QUESTION: I was reading one of the Steps to Learning and noticed that it was revised. Would you please comment on this?

ANSWER: The original one was written around 1944. All that was done was to update some of the pictures and "stuff."

QUESTION: Has any ABE work been done with closed circuit television?

ANSWER: The University of Wisconsin has a four year grant from the U. S. Office of Education, and this is about the end of the first year. They are concerned with developing the rural areas and have already developed some tapes and materials to go with them.

QUESTION: Is their tape system adaptable say to our ETV system?

ANSWER: I am reasonably sure that it is. I think that this was one of the stipulations of the grant--that they had to make it available for use. Therefore, it would have to be compatible with other systems.

QUESTION: Has any attempt been made to try Sesame Street on adults?

ANSWER: It will not work; however, the approach can be used.

QUESTION: Is there some type of series similar to this being developed for adults using country music stars?

ANSWER: Yes! Using such stars as Johnny Cash, Ferlin Huskey, etc. it is hoped that an approach can be developed to teach the basic sight words.

QUESTION: Would you comment on the use of the TABE test?

ANSWER: It tests skills that adults need to be successful in completing the GED program.

QUESTION: Can the TABE test be administered at any level?

ANSWER: It consists of three levels--E, M, and D. E covers grades zero to five; M covers grades three to seven; D covers grades six to eleven. There is considerable overlap. They also have a placement test which is less than desirable.

QUESTION: What about the cost of TABE?

ANSWER: The cost is not prohibitive. You keep the test booklet, but the answer sheets are consumable.

QUESTION: Would you suggest giving the ABLE test in the Fall and again in the Spring?

ANSWER: Sure but use different forms.

QUESTION: Sometimes it takes adults more than one year to go from one level to another. Should we still test?

ANSWER: This makes no difference. You still need to know what skills they have developed. Tests are not a "no-no--you did not do well" type of thing but are for diagnostic purposes. You must "know what they know." It all depends on how you handle it.

COMMENT: Let me say one thing to reinforce this. In a study that was conducted by Seaman in Mississippi, it was found that the persons who were not afraid to take tests were the ones who had teachers that took all the time necessary, almost to the point of boredom, to explain what tests were for and the expected use of the results. Where this was not done, there tended to be an over abundant supply of fearful test-takers.

QUESTION: Are you going to say anything about the Informal Reading Inventory?

ANSWER: This is a screening device. A person reads paragraphs to you orally that he has not seen before. One that is real good is the Gilmore Oral Reading Inventory.

QUESTION: Why should regular school textbooks not be used with adults?

ANSWER: The problem is that an adult gets his image a little bit tarnished if he finds that he is using the same material as his children, nieces, nephews, etc. Do not be the kind of administrator that gathers up all the old textbooks that the school wants to give away and hand them out to adults. However, they might serve a useful purpose as sources of material that certain skills can be "cut out" and attacked individually.

QUESTION: Would you comment further as to the need for a lesson plan?

ANSWER: As a supervisor, I want to know what the teachers are going to do because I do not think that anybody is good enough to go in and teach off the top of their head. You must be prepared! A lesson plan should be specific and cover such things as a statement of objectives, learning experiences to be provided, materials to be used, and evaluation procedures.

CHAPTER II

EVALUATION

Several instruments were utilized to evaluate the workshop. The first was a questionnaire designed to illicit demographic data and participant reactions to various facets of the workshop. This was followed by an evaluation form keyed to ascertain the overall effectiveness of the instructor. In addition, the Kropp-Verner Evaluation Scale was administered to obtain a composite rating of the workshop.

These instruments were administered by the writer, and the participants were encouraged to be absolutely honest in their evaluation since they had been instructed not to write their names on any of the forms.

The purpose of this chapter will be to present the data collected. It will be composed of the following sections:

1. Profile of the participants.
2. Numerical and percentage responses to items in the questionnaire.
3. Effectiveness of workshop as measured by various statements.
4. Effectiveness of the instructor.
5. Overall evaluation of the workshop as measured by the Kropp-Verner Scale.
6. Comments as to strengths and weaknesses of the workshop.

As stated previously, no discussion will be presented on differences between supervisors and teachers.

Profile of the Participants

The profile of the participants in the workshop is presented in Table 1. In general, it was found that:

1. Approximately two-thirds were females.
2. Approximately two-thirds were forty or more years of age, with almost 37 per cent being 50 and over.
3. Approximately 63 per cent were Negroes.
4. Approximately 75 per cent were married.
5. Less than 30 per cent had Master's Degrees.
6. Approximately one-half had more than two years experience in adult education.

Numerical and Percentage Responses to Items in Questionnaire

The numerical and percentage responses to items in the questionnaire are presented in Table 2. In general, adult basic education personnel felt that:

1. The information presented was relatively new (62.1 per cent).
2. The information presented would be useful in their work (93.1 per cent).
3. As a result of the workshop, they would be able to use knowledge, approaches, and/or techniques suggested in their work (94.2 per cent).
4. As a result of the workshop, they would now be better able to perform their job (94.2 per cent).
5. In general, they rated the over-all value of the workshop as high or very high (91.9 per cent).

TABLE 1. -- A profile of adult basic education personnel attending the adult basic education materials selection workshop

Profile	Supervisors		Teachers		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
	N = 18		N = 69		N = 87	
Sex						
Male	13	72.2	18	26.1	31	35.6
Female	5	27.8	51	73.9	56	64.4
Age						
Less than 30	1	5.6	10	14.5	11	12.6
30-39	7	38.8	12	17.5	19	21.8
40-49	5	27.8	19	27.5	24	27.6
50 and over	5	27.8	27	39.1	32	36.8
Not ascertained	0	0.0	1	1.4	1	1.2
Race						
Negro	7	38.8	48	69.6	55	63.2
White	11	61.2	20	29.0	31	35.6
Not ascertained	0	0.0	1	1.4	1	1.2

Marital Status						
Single	1	5.6	9	13.0	10	11.5
Married	16	88.8	50	72.5	66	75.9
Divorced or separated	0	0.0	5	7.3	5	5.7
Widowed	1	5.6	4	5.8	5	5.7
Not ascertained	0	0.0	1	1.4	1	1.2
Formal Education						
Less than Bachelor's	1	5.6	6	8.8	7	8.0
Bachelor's degree	3	16.7	51	73.9	54	62.1
Master's degree	14	77.7	11	15.9	25	28.7
Not ascertained	0	0.0	1	1.4	1	1.2
Experiences in Adult Education						
Less than 1 year	3	16.7	21	30.5	24	27.6
1-2 years	4	22.2	15	21.7	19	21.8
More than 2 years	11	61.1	32	46.4	43	49.4
Not ascertained	0	0.0	1	1.4	1	1.2

TABLE 2. -- The response of adult basic education personnel to items in questionnaire relative to their feelings about the value of the materials selection workshop

Item	Supervisors		Teachers		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
	N = 18		N = 69		N = 87	
The Information Presented Was Relatively New to Me						
Strongly agree	4	22.2	12	17.4	16	18.4
Agree	10	55.5	28	40.6	38	43.7
Undecided	1	5.6	6	8.7	7	8.0
Disagree	2	11.1	16	23.2	18	20.7
Strongly disagree	1	5.6	7	10.1	8	9.2
The Information Presented Will Be Useful to Me in My Work						
Strongly agree	6	33.3	35	50.8	41	47.1
Agree	11	61.1	29	42.0	40	46.0
Undecided	1	5.6	3	4.3	4	4.6
Disagree	0	0.0	2	2.9	2	2.3
Strongly disagree	0	0.0	0		0	0.0

As a Result of This Workshop I Will Be Able to Use Knowledge, Approaches, and/or Techniques Suggested in My Work						
Strongly agree	6	33.3	32	46.4	38	43.6
Agree	12	66.7	32	46.4	44	50.6
Undecided	0	0.0	4	5.8	4	4.6
Disagree	0	0.0	1	1.4	1	1.2
Strongly disagree	0	0.0	0	0.0	0	0.0
As a Result of the Workshop, I Will Be Better Able to Perform My Job						
Strongly agree	4	22.2	29	42.1	33	37.9
Agree	13	72.2	36	52.2	49	56.3
Undecided	1	5.6	3	4.3	4	4.6
Disagree	0	0.0	1	1.4	1	1.2
Strongly disagree	0	0.0	0	0.0	0	0.0
In General, I Would Rate the Over-All Value of the Workshop as						
Very High	9	50.0	20	29.0	29	33.3
High	9	50.0	42	60.9	51	58.6
Medium	0	0.0	5	7.3	5	5.7
Low	0	0.0	1	1.4	1	1.2
Very low	0	0.0	1	1.4	1	1.2

Effectiveness of Workshop as Measured by Various Statements

The next segment of the evaluation dealt with participant reaction to five statements relative to the workshop. These were based on the following scale:[1]

5 = Strongly agree

4 = Agree

3 = Undecided

2 = Disagree

1 = Strongly disagree

Table 3 presents a list of these statements and the mean value each received. Out of a possible score of 5.00, all of the items but one had a mean value of 4.22 or better, indicating a very positive reaction to the workshop.

Effectiveness of the Instructor

The participants were requested to react to various statements relative to the instructor. They were asked to rate her on each item using a scale ranging from 1 to 10, with 10 being the most favorable response and 1 being the least favorable. In other words, the closer the mean value

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[1] Item number five was based on the following scale:

5 = Very high
4 = High
3 = Medium
2 = Low
1 = Very low

TABLE 3. -- The effectiveness of the materials selection workshop as measured by the responses of adult basic education personnel to various statements

Statement	Supervisors' Mean Value	Teachers' Mean Value	Combined Mean Value
1. The information presented was relatively new to me.	3.78	3.32	3.41
2. The information presented will be useful to me in my work.	4.28	4.41	4.38
3. As a result of the workshop, I will be able to use knowledge, approaches, and/or techniques suggested in my work.	4.33	4.52	4.37
4. As a result of this workshop, I will be better able to perform my job.	4.12	4.35	4.31
5. In general I would rate the over-all value of the workshop as:	4.50	4.14	4.22

approached 10, the more positive rating the instructor received. The results are shown in Table 4.

One can quickly peruse the data presented in Table 4 and ascertain that the ratings were heavily skewed to the positive side. Out of a possible 10.00, the instructor received a rating above 9.00 on all of the items but two, and both of these were almost 9.00 (8.88 and 8.89).

In addition to the mean value ratings, the participants were provided an opportunity to react with written statements as to their feeling about the instructor if they so desired. Following is a list of those statements:[2]

1. She did a good job on a very broad subject. Needed more time for explanations.
2. I enjoyed this meeting. I gained much.
3. Mrs. Minkoff was very, very good. I enjoyed every moment of her speech.
4. Workshop was enjoyable as well as a learning experience.
5. Instructor was very, very competent and willing to help students.

Overall Evaluation as Measured by the Kropp-Verner Scale

The participants were asked to rate the overall effectiveness of the workshop using the Kropp-Verner Attitude Scale. This is a twenty item scale arranged in rank order of value, with item number one being the best

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[2] These are reprinted just as they were stated by the participants without editorial corrections.

TABLE 4. -- The effectiveness of the instructor as measured by the responses of adult basic education personnel attending the materials selection workshop

Item	Supervisors' Mean Rating	Teachers' Mean Rating	Combined Mean Rating
Interest in Subject	9.06	9.04	9.05
Knowledge of Subject	9.53	9.24	9.29
Preparation and Presentation of Course Material	9.35	9.09	9.14
Attitude	9.18	8.98	9.02
Attitude Toward Students	9.59	9.22	9.40
Self-Confidence	9.59	9.49	9.51
Personal Peculiarities	9.13	8.94	8.97
Personal Appearance	9.44	9.29	9.32
Stimulating Curiosity	9.44	8.75	8.89
General Estimate of Teacher	9.38	8.75	8.88

thing that could be said about the workshop, item number two, the second best, and so on with item number twenty the least best.

The participants were requested to read the twenty statements and to check only those that best described their reaction toward the workshop. The ratings of the participants were analyzed, and the obtained weighted means, according to the values on the Kropp-Verner Scale were 3.31 for supervisors, 3.53 for teachers, and 3.49 for a combination of the two. The most positive value possible is 1.13, and the most negative value is 10.89, with a median value of 6.02.

Based upon this analysis, it is evident that, in general, participants felt that the workshop was very helpful and gave it a rating well on the positive side of the median. In fact, a mean rating of 3.49 placed the overall value of the workshop at item number five on the scale, which means that there were fifteen items below the average rating but only four above.

Comments as to Strengths and Weaknesses of the Workshop

The participants were asked to state any strengths and weaknesses of the workshop. These are presented exactly as stated by the participants without editorial corrections.

Strengths

1. The greatest strength was the way that she discussed the materials that she presented.
2. Materials selection portion very good.

3. Discussion included things pertinent to our situation; questions answered.

4. Highly motivating.

5. Practical-useful information that will be useful.

6. I have enjoyed this meeting; it has been helpful to me.

7. The methods of presentation were very good. The instruction was very informative and very well related to the subject matter.

8. Ability and knowledge of subject matter by consultant.

9. Very practical.

10. Consultant. Atmosphere.

11. Identification of suitable materials.

12. Evaluation of materials.

13. Methods of material to use.

14. The overall strength of the workshop to me was the lesson plan explained fully.

15. Materials displayed gave new sources.

16. Organization of material was good.

17. Well planned! Interesting! Challenging!

18. The mention of "what research shows about how adults learn and do not learn" is especially helpful in understanding students and work.

19. Value of individual.

20. Comfortable physical surroundings (five comments of this type).

21. I think this meeting served its purpose. Mrs. Minkoff certainly did a good job and made us realize some of our weaknesses. She was well prepared and knows her subject.

22. The stressing of goals of the program and planning of each night's work.

23. The presentation of materials in such an interesting and informative manner.

24. Timely--renewal techniques and advice on how to use the techniques.

25. It gives you more strength in how to work with adults.

26. Classroom activities.

27. Identified some very specific objectives to follow.

28. Well planned and in a centrally located place. Good accomodations.

29. Planning. Holding of students once enrolled.

30. The overall strength of the workshop was that it was very interesting. The demonstrations, explanations, and plans were excellent.

31. Applied knowledge of what I can use in the classroom.

32. Good speaker. Excellent presentation. Well planned. Very excellent location for meeting.

33. She was well prepared for her task.

34. The workshop presentation afforded me an opportunity to hear some very stimulating ideas.

35. Usability of facts presented.

36. Different setting; informal air. Speaker with a good delivery and interesting. Comfortable. Materials on display.

37. Material for dropouts.

38. The development of lesson plans for effective teaching; grouping and the division of time into equal minutes of work.

39. Presenter knew material well; spoke as one with much experience.

40. Consultant well trained in the work.

41. The workshop was very informative and well organized.

42. The knowledge of how to teach the adult better.

43. Well organized and very informative.

44. Methods and purpose for lesson planning.

45. The information given was very helpful in all areas.

46. The delivery of the instructor.

Weaknesses

1. Part involving different languages did not apply to this area.
2. Too little time to really examine unfamiliar materials was allowed.
3. Nothing relating to G. E. D.
4. Time.
5. Some teachers did not know where the workshop was to be held.
6. Speaker was too low.
7. Another speaker could have been used to concentrate on mathematics.
8. The information was such that should, for the most part, be common knowledge. In one area of her handout, she disagreed with her own statement. (I. Q.)
9. Not enough said about young adults oriented into the classes. They expect more than we have time to give.
10. At times it was hard to hear. The room was cold.
11. Transition from individual to group activities.
12. Saturday morning--80 miles from home.
13. It was impossible at times to hear or see the presentation.
14. Lack of involvement.
15. Meetings spaced too far apart.
16. Lack of ABE teacher participation.
17. Students had too few questions.

APPENDICES

APPENDIX A

DEMOGRAPHIC INFORMATION RELATIVE TO CHARACTERISTICS OF WEST TENNESSEE ADULT BASIC EDUCATION POPULATION*

	Group I	Group II	Group III	Group IV
Age	30-35	18-65	24-35	45
Race	66% Black 34% White	60% Black 40% White	65% Black 35% White	87% Black 13% White
Sex	80% Female 20% Male	25% Female 75% Male	50% Female 50% Male	65% Female 35% Male
Academic Level	10% Level I 80% Level II 10% Level III	2.3-11.7	Level II	Level II
Occupation	70% Factory 20% Domestic & Manual Labor 10% Housewife	Factory & Farmers	Day Workers	Farming & Factory
Number Children	3	3	3	2

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* The West Tennessee Supervisors of Adult Basic Education were divided into four "buzz groups" and charged with the task of compiling this information. These figures represent "off-the-cuff estimates" and are not necessarily based on factual data.

AN A. B. E. STUDENT COMPOSITE (NATIONALLY)

Age

48% 16 to 29
30% 30 to 44
22% 45 and over

Marital Status

Married	36%
Separated	20%
Single	44%

Race

White 23% Negro 69% Other 8%

Sex

Male 54% Female 46%

Most Recent Occupation

Housewife	7%
Unemployed	12%
Clerical	2%
Domestic	23%
Sales	2%
Service Trades	9%
Skilled Labor	5%
Semi-skilled	12%
Unskilled	28%
Total	100%

Students actual level of Academic Functioning

0-2	15%
3-4	24%
5-6	36%
7-8	19%

Where schooling completed

Other	P. R.	South	North
12%	4%	47%	37%

Students stated last level of Schooling Grade Level

0-2	9%
3-4	15%
5-6	13%
7-8	15%
9-10	25%
12+	3%

Average children at home 2 1/2

APPENDIX B

WHAT RESEARCH SAYS

Title: Psychology of Adults
Author: Irving Lorge, Howard McCluskey, Gale Jensen, Wilbur Hallenbeck
Publisher: Adult Education Association of U. S. A.
Place: Washington, D. C. 20036
Date: 1963

This booklet is concerned with the characteristics of the adult learner and the socio-psychological foundations of adult learning.

These studies concerning the adult learner have provided the following information:

1. Learning efficiency declines one percent per year after 25.
2. Learning ability does not decline.
3. After 40, most individuals adapt a slower tempo of work, takes longer to do task.
4. Auditory and visual acuity decline from late 20's and after.
5. I. Q. does not decline.
6. Adults learn less due to self-underestimations and anxieties.
7. Aging brings not so much resistance to change as stabilization of values, interests, and concepts.
8. New interests can be acquired through learning.
9. Attitudes can be changed by changing the learner's concept of himself, of the task, and of the role of the teacher.
10. Punishment is ruinous, needs much encouragement.
11. Most have negative attitudes and self-concepts, cultural influences, and stored learnings.
12. There are tremendous individual differences.
13. Authority and power relationships with the teacher will differ greatly from those of traditional students.
14. He will evaluate his learning with regard to utility.
15. He must be kept interested, motivated, and involved in the learning situation.
16. He has certain basic needs, namely:
    a) self-growth and development;
    b) social worth and success;
    c) establishment of relationships with others.
17. He must be free to decide whether he can or cannot effectively take part in a given learning venture (voluntary enrollment).
18. More rigid in his thinking.
19. Impatient to learn; less tolerant of "busy work."
20. Remembers isolated facts less efficiently.
21. Other responsibilities compete for his time.
22. Readily relates new facts to past experiences.

APPENDIX C

CHECK LIST OF WORD ANALYSIS SKILLS
(Sample)

Students' Names	Auditory Discrimination	Visual Discrimination	Consonant Sounds	Consonant Blends	Digraphs	Short Vowels	Long Vowels	Vowels Combined with l, r, w, y	Endings	Vowel Principles				Syllable Principles				Word Structures				
										cvc (cat)	cvvc (boat)	cvce (cake)	cv (me)	vc:cv (ham mer)	cv:cle (ta ble)	cvct:ed (want ed)	v:cv (o pen)	Contractions	Possessives	Plurals	Prefixes	Suffixes

NOTE: This sample check list of skills covers broad areas. A detailed check list covering specific sounds as well as vowel and syllable principles would provide even better diagnosis of instructional needs.

CHECK LIST OF COMPREHENSION SKILLS
(Sample)

Students' Names	WORD MEANIN				FACTUAL INFORMATION			INTERPRETATION					Application
	Using the Context	Parts of Speech	Punctua-tion	Dictionary Skills	Main Idea	Details	Sequential Order	Author's Purpose	Fact from Opinion	Inferring Details	Drawing Conclusions	Applying Meaning	

APPENDIX D

SUMMARY EVALUATION SHEET

COMPREHENSION SKILLS

A - Adequate Coverage

N - Not Adequate Coverage

----Does Not Apply

Publisher / Title of Program / Title of Books	Word Meaning				Factual					
	Using the Context	Parts of Speech	Punctuation	Dictionary Skills	Main Ideas	Factual Details	Fact from Opinion	Drawing Conclusions	Applying Meaning	

A - Adequate Coverage

N - Not Adequate Coverage

----Does Not Apply

SUMMARY EVALUATION SHEET

WORD ANALYSIS SKILLS

Publisher	Auditory Discrimination	Visual Discrimination	Consonant Blends	Digraphs	Short Vowels	Long Vowels	Accent	Word Structure	Syllabification
Title of Program									
Titles of Books									

APPENDIX E

Definition of Terms Used

Sight-Word Approach-Emphasizes the learning of whole words by using many repetitions of a relatively small variety of words. Getting the meaning is encouraged. It uses picture clues and meaning content and word shapes in order to encourage a good guess at difficult words.

Phonics Approach-Emphasizes the sounds of words, and uses the letters of the alphabet as elements of sound. It focuses on sounding out words by giving rules.

Linguistics Approach-Focuses on the whole word making most of the fact that an alphabet is used to spell the spoken language by beginning with the "regular" spellings of words on symbol regularly spelling the same sound. Emphasis is on the sentence and its parts as units for conveying meaning.

i/t/a-One symbol for each of the 44 sounds of English.

Eclectic Approach-Use of a variety of methods, integrating each as needed.

Programmed Approach-A carefully arranged sequence of teaching materials presented in small units with provision for immediate response and knowledge of results which does not necessarily require teacher involvement.

Semi-Programmed Approach-A carefully arranged sequence of teaching material presented in small units but needing teacher involvement for introduction of unfamiliar concepts.

GUNNING FORMULA

To Determine Grade Level of Adult Reading Materials

1. Count a sample of 100 words or less.
2. Count the number of sentences.
3. Get the average number of words per sentence.
4. Count the difficult words in the sample only once.

   (3 or more syllables)
5. Add the average number of words per sentence to the number of "hard" words.
6. Multiply the sum by .4.

Example:

Average number of words per sentence -	23
Number of hard words -	+ 9
	32
Multiply the sum by .4 -	.4
	12.8

Technique of Clear Writing, Robert Gunning. McGraw-Hill, 1952.

MATERIALS EVALUATION

The Federal Government's drive against adult illiteracy has resulted in an abundance of published teaching materials. This avalanche of good, mediocre, and bad material demands that adult education teachers learn how to be discriminating in choosing and using them.

Ideally, good instructional tools should be able to answer these questions affirmatively:

1. Does the material provide for the many different levels of ability and achievement found among the students in my class?

2. Since students in my class learn at different rates, is the material so structured that it can be used with the entire class?

3. Is the material so planned that it makes its teaching point? Does it help the student transfer and apply the learned skills and information into other areas of his life?

4. Are the contents of the material so supplemented with sufficient drill and review that the learning is reinforced?

5. Is the material of interest and immediate use to the adult student?

Materials being evaluated:

NAME: _____ DATE: _____

APPENDIX F

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APPENDIX G

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